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Friday, December 9, 2011

Finals Guide

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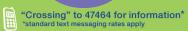












COMMENCEMENT CEREMONY SCHEDULE:

Friday, Dec. 9, 2011

GRADUATE SCHOOL

1 p.m., Bramlage Coliseum.

Report for check-in on the south concourse near Sections 25/26 of Bramlage Coliseum

Areception will be held on the west concourse near Section 6 following the ceremony

•TECHNOLOGY AND AVIATION

7 p.m., Student Life Center at K-State Salina Campus, 2310 Centennial Rd., Salina. More information on this ceremony is available

at: http://www.salina.k-state.edu/academics/commencement

Saturday, Dec. 10, 2011

AGRICULTURE

1:30 p.m., Bramlage Coliseum.

Assemble at 12:45 p.m. in the Bramlage tunnel, enter the southeast doors.

ARTS AND SCIENCES

9 a.m., Bramlage Coliseum.

Assemble at 8 a.m. in the Bramlage concourse, enter the southwest doors.

BUSINESS ADMINISTRATION

noon, Bramlage Coliseum.

Assemble at 11:15 a.m. in the Bramlage tunnel, enter the southwest entrance.

 EDUCATION 10:30 a.m., Bramlage Coliseum.

Assemble at 9:45 a.m. in the Bramlage concourse, enter the southeast doors.

ENGINEERING

3 p.m., Bramlage Coliseum.

Assemble at 2 p.m. in the Bramlage concourse, enter the southwest doors.

HUMAN ECOLOGY

9 a.m., McCain Auditorium.

Assemble at 8:15 a.m. in McCain music wing, rooms 201 and 204, enter through music wing doors on the northeast side of the building by the loading docks.

Live Webcast of the Commencement Ceremonies can be found at k-state.edu/graduation.

Virtual Commencement

A virtual commencement ceremony Web site will be available by early December for distance education

degree candidates unable to attend their K-State commencement ceremony in person.

The website, dce.k-state.edu/students/commencement, includes a listing of students earning degreesthrough distance education, a place for family and friends to post congratulatory messages to their graduate, a commencement address, music and other commencement-related offerings.

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Study habits, sleep, confidence crucial to final academic success

assistant news editor

With finals just around the corner, K-State students begin to pull out the notes and review sheets to refresh the material that they learned over the course of the semester. Studying for finals is often a daunting task, and with most classes ending the semester with a comprehensive final, students must learn how to reabsorb curriculum learned over five

According to an Oct. 26 article in the Wall Street Journal, there are several factors that affect academic performance, such as sleep and study habits.

"I have always struggled with courses dealing with math and science," said Alexis Lundy, sophomore in family and consumer science education. "I am just not somebody who thinks that way, and I would go into the tests thinking that I know the material, but I still wouldn't score as highly as I wanted."

Lundy said her study habits and test anxiety would hinder her academic success, a case that is not as rare as some would believe. According to the same Wall Street Journal article, Richard Driscoll, clinical psychologist who has researched test anxiety, said that an estimated 35 percent of students are so nervous before high-stakes tests that it impairs their performance.

"Every time I had a test, I would study hard," Lundy said. "But when I walked into the room to take my exam I would freak out even when I knew the information."

Although she initially struggled with test-taking, Lundy has steadily improved her scores, and is optimistic that she can continue to raise them. She said her change in approach to school helped her to overcome her challenges.
"I would procrastinate and

try to cram the day before the test," she said. "So even though I had studied all of the notes, it was so overwhelming that I would blank during tests. I've learned not to procrastinate so much and get prepared ahead

of time."

Richard Harris, professor of psychology, said the single most important element to academic success may very well be taking the right amount of time to review material.

"Research shows that the more time you spend reviewing material, the higher your retention will be," Harris said. "The best method, however, is to space out your review sessions over several days rather than cram everything into one night, because this gives your brain the amount of repetition it needs to make the informa-

"Sleep can help your brain's processing and is a very important factor in overall health. Although we don't know too much about sleep yet, there definitely is a correlation between having enough rest and being healthy."

> **Richard Harris** professor of psychology

tion meaningful."

Harris said that brute memorization is a technique that can be effective, but also said that learning information conceptually has produced much

"Find a way to make the information stick," Harris said. "If what you are studying means something to you personally, then you will probably remember what you studied."

Lundy said this strategy made studying much easier, and that she remembered sitting in exams whispering mnemonics to herself.

"I created devices that would help me study," Lundy said. "Instead of trying to read

all of the material out of the textbooks, I would use things like mnemonics, flashcards and even online resources to find out more about what I was

studying."

Another factor that affects academic performance is sleep. Conventional wisdom shows that college students often stay up late at night, foregoing the amount of rest needed to try

and juggle busy schedules. "It is a fact that college students are sleep-deprived," Harris said. "Although there is not too much clear research about sleep and academics, it only makes sense that having enough rest will help your brain stay sharp and alert."

Having enough rest, Harris said, is crucial to the body's ability to function, and can have a direct effect on a person's health.

"Sleep can help your brain's processing and is a very important factor in overall health," Harris said. "Although we don't know too much about sleep yet, there definitely is a correlation between having enough rest and being healthy.

Harris said academic success is about finding studying styles, and acknowledged that everybody learns differently. Preparation is a matter of individual preference, he said, and the key to success is knowing what works.

"People are different," Harris said. "There really isn't one way to study because some people learn better with visuals, some learn better by just reading information and others learn by doing. It's all about knowing yourself."

Lundy agreed, and said that once she had found her methods, her scores immediately

improved.
"I feel much better about finals coming up because I figured out some techniques that work for me," Lundy said. "I've been going to review sessions and I've already started preparing for my tests, and I feel confident that I will keep improving if I keep preparing myself beforehand."

GRADUATION PARKING

Public parking will be permitted in all general, student, faculty, and staff parking lots during commencement weekend. However, parking in any reserved space is still restricted to permit holders. Unauthorized vehicles parked in any reserved spaces may be towed. Use of handicappedaccessible parking spaces is restricted to vehicles with the proper permit. For more information on obtaining an accessible parking permit,

contact Parking Services at

785-532-7275.

1. McCain — Accessible parking is available north of McCain, north of Fairchild Hall and west of Nichols Hall. McCain's north entrances have power-assisted doors at grade level.

2. Bramlage – Accessible parking is available in the east and west parking lots. Attendants in golf carts are available to assist patrons with mobility impairments up the exterior ramps to the main entrances. Upon

request, attendants will provide assistance to help patrons to seating areas.

To relieve traffic congestion between ceremonies, it is recommended that graduates and guests attending commencement for the Colleges of Arts and Sciences, **Business Administration and** Engineering park in the west coliseum lot; graduates and guests attending ceremonies for the colleges of Education and Agriculture should park in the east coliseum lot.

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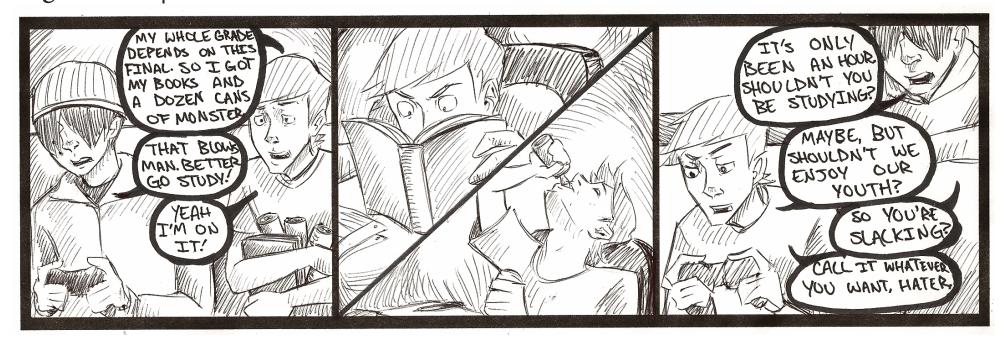




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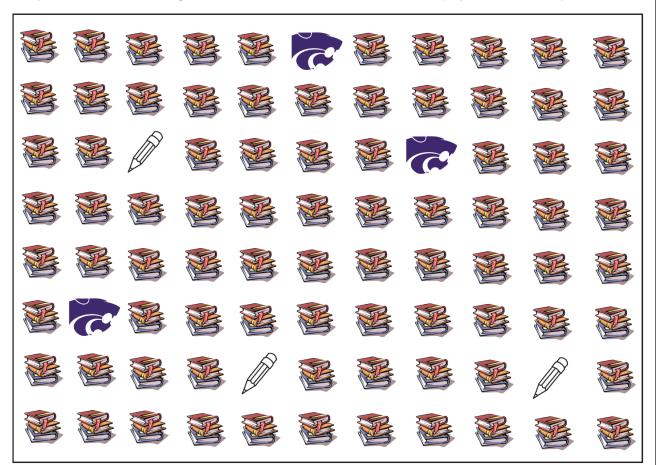


For the Win | By Parker Wilhelm



The Dot Game

Take turns drawing a straight line between any two pile of books to make a square. When you make a square, put your initials in it and take another turn. Count 1 point for empty book piles, 2 for the pencil, and 3 points for squares with the Wildcat logo. When all the dots have been connected, the player with the most points wins.





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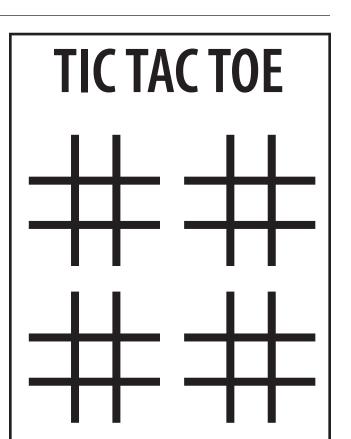
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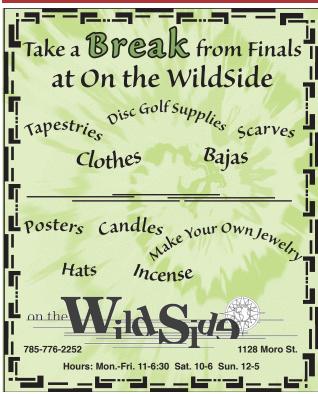
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FINALS SCHEDULE

I. Group Examinations

Group Examination Matrix Examination Time

Examination Date/Day

	December 12, Monday	December 13, Tuesday	December 14, Wednesday	December 15, Thursday	December 16, Friday
7:30 AM — 9:20 AM	ACCTG 241 ME 512 COMM 105 COMM 106	ACCTG 231 FSHS 350 STAT 325	ECON 110 ECON 120 FREN 111 FREN 112 FREN 113 FREN 211 FREN 213	BIOL 198 CIS 200 SPAN 161 SPAN 162 SPAN 165 SPAN 261	FSHS 110 PHYS 213 PHYS 214
6:20 PM — 8:10 PM	CHM 110 CHM 111 CHM 210 CHM 230 MANGT 366	FINAN 450 ME 212 PHYS 113 PHYS 114	MATH 100 MATH 205 MATH 220 MATH 221	CIS 104 PHYS 115 SPAN 361	

II. Examinations for other courses that begin BEFORE 5:00 PM

Examination Matrix

Examination Time

Examination Date/Day

	December 12, Monday	December 13, Tuesday	December 14, Wednesday	December 15, Thursday	December 16, Friday	
9:40 AM — 11:30 AM	T 1:35 – 2:30	T 11:35 – 12:30	T 10:35 – 11:30	T 2:35 – 3:30	T 9:35 — 10:30	
11:50 AM — 1:40 PM	W 9:35 – 10:30	W 10:35 – 11:30	W 12:35 – 1:30	W 8:35 – 9:30	W 7:35 – 8:30	
2:00 PM — 3:50 PM	T 8:35 – 9:30	T 12:35 – 1:30	T 3:35 – 4:30	T 7:35 – 8:30	T 6:00 – 7:30	
4:10 PM - 6:00 PM	W 3:35 – 4:30	W 6:00 – 7:30	W 2:35 – 3:30	W 11:35 – 12:30	W 1:35 – 2:30	

Use the W designation:

For classes that have one of the following meeting patterns: MTWUF, MTWU, MTWF, MWUF, MTW, MWF, MWU, WUF, MW, MU, MF, WU, WF, M, W, and F.

Find the class meeting start time in the time ranges in the Examination Matrix.

Example: A class that regularly meets MWF at 11:30 AM will be examined on Tuesday, December 13, 11:50 AM – 1:40 PM; used W 10:35 - 11:30 on the Examination Matrix.

See the Policy for Standard Class Meeting Times. In case of a student term final examination conflict, see IV., A.

In case of a term final examination room conflict, see IV., B., 2.

Use the T designation:

For classes that have one of the following meeting patterns: MTUF, TWUF, MTU, MTF, MUF, TWU, TWF, TUF, MT, TW, TU, TF, UF,

Find the class meeting start time in the time ranges in the **Examination Matrix.**

Example: A class that regularly meets TU at 8:05 AM will be examined on Thursday, December 15, 2:00 PM - 3:50 PM; used T 7:35 - 8:30 on the Examination Matrix.

See the Policy for Standard Class Meeting Times.

In case of a student term final examination conflict, see IV., A.

In case of a term final examination room conflict, see IV., B., 2. below.

Classes with non-standard start times:

Classes with non-standard start times and designated with either a W or T or in the list for W or T (see II., A. & B. above) will have term final examinations as designated in II. matrix above.

Example: A WUF class with a non-standard class start meeting time of 1:15 PM will be examined on Wednesday, December 14, 11:50 AM — 1:40 PM; used W 12:35 — 1:30 on the Examination

See the Policy for Standard Class Meeting Times.

In case of a student term final examination conflict, see IV., A.

In case of a term final examination room conflict, see IV., B., 2. below.

Term final examinations for courses that begin before 5:00 PM and meet only once weekly will be scheduled according to the regular term final examination schedule.

III. Examinations for courses that begin 5:00 PM OR LATER

Classes that meet only one night per week (M or T or W or U or F) will be examined during the final examination week at 6:20 PM 8:10 PM on the night the class would regularly meet.

Classes with multiple meeting nights that include Wednesday (MTWUF, MTWU, MTWF, MWUF, MTW, MWF, MWU, WUF, MW, WU, WF) or MU, or MF will be examined on Wednesday during the final examination week at 6:20 PM - 8:10 PM.

Classes with multiple meeting nights that include Tuesday (MTUF, TWUF, MTU, MTF, MUF, TWU, TWF, TUF, MT, TW, TU, TF) or UF will be examined on Tuesday during the final examination week at 6:20 PM - 8:10 PM.

IV. General Information Student Examination Conflicts

Students scheduled to take a group examination at the time of the night final examination will take the night class examination at a time to be arranged during final examination week in consultation with the night class instructor.

Students who have more than two examination scheduled in a 24-clockhour period (a 24 hour period starting at any time) may petition for a final examination change in the following manner: Petition the instructor(s) of the highest numbered class(es) to schedule an alternate time to take the final examination(s) during final examination period.

If the necessary rescheduling cannot be resolved through the instructor(s) involved and both courses are in the same college, the academic dean will make the rescheduling decision.

If the rescheduling cannot be resolved through the instructors and the courses are in different colleges, the University Provost will make the rescheduling decision.

Students must notify the instructor(s) involved and have resolved final examination conflicts at least seven days prior to the beginning of finals week.







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Regular exercise can promote memory, brain health, study says

Amy Gorel

The Daily Free Press, Boston University

While students may forget to work out regularly, a recent study on cognitive health suggested that students who exercises may have better memory.

cise may have better memory.

The University of Dublin study, cited in a Nov. 30 article in The New York Times, suggested that physical activity increases the level of the brain-derived neurotrophic factor (BDNF) protein that improves memory. The researchers tested male college students who exercised to varying degrees on their performance on memory tests.

Jamie Bunce, a Boston University researcher who is not affiliated with the original study, said the exact role this protein plays in cognition and recall is still being researched.

"This study raises some interesting questions about the way exercise affects cognitive performance," Bunce said. "It's still unclear what role BDNF is playing, as the study shows increases in BDNF levels didn't necessarily correlate with more accurate memory performance."

Karin Schon, senior postdoctoral associate at the Boston University Cognitive Neuroimaging Lab, said researchers at the BU Center for Memory and Brain are looking into the effects of cardiorespiratory fitness on memo-

"The more we learn, the more it seems the old adage, 'Healthy body, healthy mind' is apt."

Jamie Bunce Boston University researcher

ry-task performance.

The study suggested that a healthy lifestyle consisting

of regular exercise promotes good brain health and may even protect individuals from neurodegenerative diseases such as Alzheimer's disease, according to the Times.

"The more we learn, the more it seems the old adage, 'Healthy body, healthy mind' is apt," said Bunce.

Students said they have heard that exercise can prevent future diseases, such as Alzheimer's, but never knew physical activity could improve your mental processes in the mean time.

"Now that I know it's not just for the aging population, I might test out the theory for myself," said Harsha Reddy, BU sophomore in the College of Arts and Sciences.

Craig Baldino, BU sophomore in the College of Communication, said this study has prompted him to consider his daily routine's impact on his academic performance, especially as the fall semester's final grades approach.

"When I work out I definitely feel rejuvenated and more productive," Baldino said. "I'm going to rethink my daily schedule if working out more would help me retain more information and bring up my GPA."

Michalis Michaelides, BU sophomore in the College of General Studies, however, said while exercise may improve your temporary cognition and memory, it probably does not mean that you will be a better or more productive student.

Despite what the study suggests about BDNF protein levels' impact on memory, Bunce said she thinks students should not be quick to make assumptions about how much exercise can affect their academic performances.

"While the authors may argue that acute exercise is enough to increase performance on a memory task, I would hazard a guess that sprinting to your final, in and of itself, may not be sufficient to get that A," Bunce said.

Test anxiety, surroundings, mood affect exam performance more than all-nighters

Robert Starr

The Daily Texan, University of Texas - Austin

It's the end of the semester and, though you promised yourself that this time would be different, you've let your work slide, and you're not prepared for the final at all. Without a minute to waste, you're going to need to spend every second you have studying, maybe even pulling an all-nighter or two.

Unfortunately, that may be one of the worst ways to prepare, according to University of Texas professor Russell Poldrack, who studies memory, learning and how we acquire new skills.

"Getting a good night's sleep is probably the most important thing," he said. "It's a really important way that memories get transformed in the brain."

the brain."

In other words, walk into a test feeling like a zombie, and you'll likely perform like one. Aside from getting a good night's rest, there are other techniques to keep in mind

while studying.

For one, make studying an active process. Rereading the same textbook for the eighth time isn't going to do a whole lot for you on test day. A 2006 experiment by Henry L. Roediger III and Jeffrey D. Karpicke confirmed this, suggesting that rereading boosts confidence in the subject

matter without significantly increasing mastery of the material. This is a recipe for di-

saster.

A better way to prepare for the final is to continually test

"The act of retrieving something from memory is actually one of the most powerful ways to get it to stick in memory," Poldrack said.

Additionally, Poldrack suggests that your surroundings can make a huge difference as to how well you can recall information. A classic study performed by D.R. Godden and A.D. Baddeley of the University of Stirling placed subjects either on land or in scuba suits underwater and asked them to learn a list of words. When tested, the ones who learned the words on land performed better on land and those who learned them underwater performed better underwater. As such, it may be more effective to study in a library or classroom setting that s similar to where you'll be tested rather than curled

up in bed.

Even something as simple as your mood could make a difference as to how well you remember things. A paper published in American Psychologist by Gordon H. Bower of Stanford collected several experiments testing this idea and the results very strongly suggest that if you're in a crummy mood when you're studying, you're better off

waiting until after the test to cheer up.

These are all things to keep in mind to minimize damage, but, ultimately, the most important thing to consider is how you found yourself in this mess to begin with. The

"The act of retrieving something from memory is actually one of the most powerful ways to get it to stick in memory."

Russell Poldrack University of Texas professor

nights you spent watching TV or going to parties may have seemed like good ideas at the time, but not in retrospect. And, ultimately, those nights may be what make the difference between the average students and those who excel.

A classic and ongoing study by Walter Mischel, currently at Columbia University, involved leaving small children alone in a room with a treat such as a marshmallow. If a given child could avoid eating the marshmallow until a researcher returned to the room, the researcher would reward the child with a second marshmallow. Approximately one-third of the subjects lasted long enough to get the reward, while the rest gave in to temptation.

to temptation.

The amount of time a given child could hold off eating the treat had a long-lasting impact. For instance, those who could wait for the reward ended up scoring higher on the SAT more than 10 years later than the other group.

Of course, none of that matters at the tail end of the semester when there's no time to give in to temptation, but it's something to keep in mind for the next one.

Poldrack explains, "One very fundamental thing that we know about people is that events in the future get discounted. The impact of something in the future is much smaller than the impact in the present. Even if the prospect of failing a class is a very bad thing, that's not going to happen until the end of the semester."

So let this semester be a lesson of what not to do. Don't just read through the book several times and call it studying — instead, put your brain to work and test yourself constantly. Be mindful of your surroundings as well as your mood and make sure you get plenty of sleep, particularly around midterm and finals time. And while a night of partying may be fun and even deserved every once in a while, remember not to give

in to the marshmallow. At least not too often.





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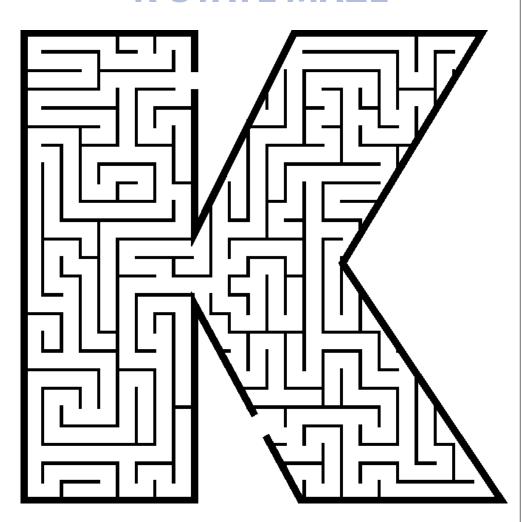
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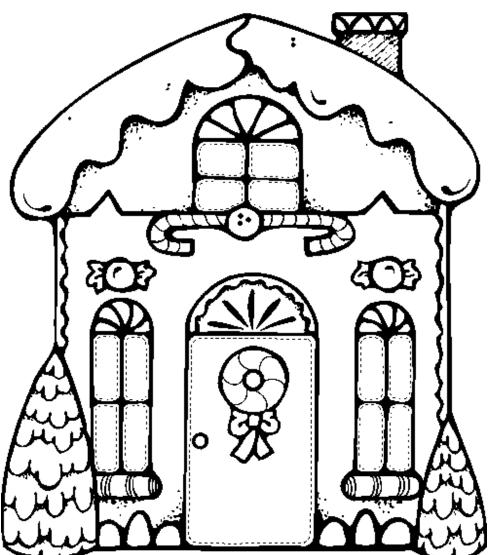
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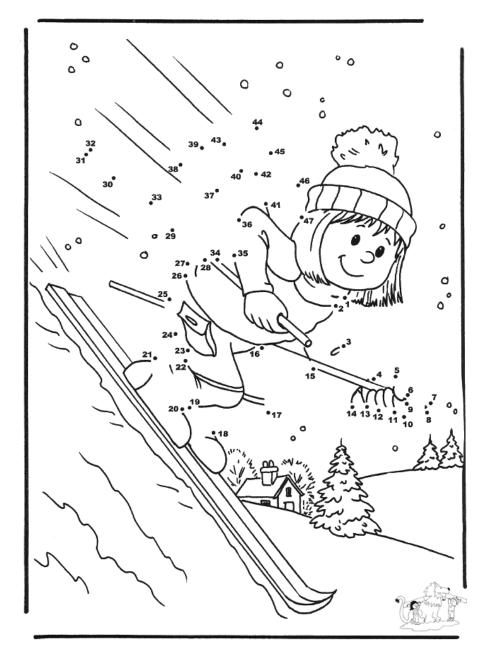
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SUBLEASER tion and application in-January- Au-2012. month. Located. 1544 PositionAnnounce-\$695/ Hartford Rd. Close to KSU campus. Info, call Josh 785-221-7921

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Who is Sarah Chalupa?

- 2011 K-State graduate in Marketing
- Delivery Consultant at Cerner in Kansas City

"The experience and knowledge that I gained while working as an account executive and advertising manager at Student Publications was key to obtaining two internships and ultimately a full-time job. Going into interviews, I felt confident and prepared for any question. You should consider working in the advertising sales department to gain the valuable experience necessary to land an internship or full-time job after college."

How did she get there?

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